

Prep–Year 2 assessment techniques and conditions v1.1

The Arts — Music

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to and describe music works either before, during or after the making of their own music works, or in response to the music works of others.	A practical and/or performance assesses students' abilities when composing and/or performing music works.	A test assesses students' responses that are produced independently, under supervision and in a set timeframe. A test assesses a selection of subject matter that accurately reflects the intended learning of the topic.
	An extended response is guided, focuses on the responding strand and requires students to: <ul style="list-style-type: none"> • share observations about music from different cultures and contexts both as a performer and audience member • describe the elements of music heard and experienced in music works to support their observations and discussions • use their own words and learnt music terminology to express actions, thoughts and feelings. 	A practical and/or performance is guided, focuses on the making strand and requires students to: <ul style="list-style-type: none"> • improvise, compose, arrange and perform music to express actions, thoughts and feelings and communicate ideas • use aural skills by staying in tune and keeping time when they sing and play. 	A test is guided and requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material. A test may be administered over several sessions if this suits the intent of the assessment or to reflect the needs of the learners.
Formats (examples only)	Responding formats include: <ul style="list-style-type: none"> • annotated pictures, diagrams, sketches and/or photographs • short responses • interview • spoken response with auditory and/or visual prompts, e.g. sound sources, example rhythms 	Making formats include: <ul style="list-style-type: none"> • live or recorded music works throughout the composition process • composition <ul style="list-style-type: none"> – choosing and combining sounds – improvising patterns of body movement or using voices and sound sources – music recording using notation 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – cloze, true/false, single-word, term, multiple-choice, sentence or short-paragraph responses – practical exercises



	<ul style="list-style-type: none"> • digital response combining appropriate technologies, e.g. images, sound bites and embedded videos. 	<ul style="list-style-type: none"> – combinations of these • live performance of own or others' musical compositions • playing instruments/singing (percussion, voice) solo and/or in an ensemble. 	<ul style="list-style-type: none"> – drawing, labelling or interpreting music symbols or examples of elements of music using appropriate vocabulary where applicable • response to stimulus <ul style="list-style-type: none"> – simple identification, description or explanation of elements of music (e.g. rhythm, pitch, dynamics and expression, form, timbre, texture) in relation to stimulus provided (aural or visual) using appropriate vocabulary where applicable – rhythmic dictation – melodic dictation.
<p>Observation may be used to record evidence of the students' knowledge and understanding in Music. It can be used across all assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.</p>			
<p>Conditions</p>	<p>There are no recommended times or lengths for responses.</p> <p>Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p>Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.</p> <p>Student responses may be scribed to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete assessment, however:</p> <ul style="list-style-type: none"> • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked • details of the support must be provided on the student response. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>		